

# 2022 Annual Report

## Berridale Public School



1206

# Introduction

The Annual Report for 2022 is provided to the community of Berridale Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Berridale Public School

Oliver St

Berridale, 2628

<https://berridale-p.schools.nsw.gov.au>

[berridale-p.school@det.nsw.edu.au](mailto:berridale-p.school@det.nsw.edu.au)

6456 3228

## School vision

### *Towards a better world*

Our core business is to provide the best education for the students in our care. As educators we strive to instill high academic aspiration in students, and for students to focus on themselves as learners that give and provide feedback on their learning journey.

In consultation with parents we place a strong focus on students' academic, sporting, social and cultural needs.

We strive to prepare our students for the wider world, building their character and awareness of self. Under the guidance of the Alice Springs (Mparntwe) Education Declaration we strive to provide the best possible education that promotes excellence and equity for students and prepares them for a rapidly changing world. We aim to ensure our students are confident and creative individuals, are successful life-long learners and active and informed community members.

We support our community and our community supports us.

## School context

Berridale Public School is a small rural school in the Snowy Mountains, situated between Cooma and Jindabyne. It is in the Snowy Monaro Shire Council and is part of the Monaro Education Group. It has 3 multistage classes with an increasingly complex student body.

Berridale Public School provides a dynamic and caring environment with a strong emphasis on developing foundational literacy and numeracy skills, values and citizenship. Whole-school welfare programs encourage children to be independent problem-solvers who are resilient and caring. The school offers a variety of opportunities for students to connect, succeed and thrive such as: learning to play the ukulele and guitar, biennial drama performances, art activities, developing STEM and IT skills, Premier's challenges, learning about sustainability and biodiversity, contributing to community events and Student Leadership.

The school has 5 hectares of open school grounds with cricket nets, a tennis court and ample fixed equipment. The school is also the site for the Snowy Monaro Historical and Science Centre in partnership with the Snowy River Historical Society. Across the road we have access to OOSH, the town pool, oval and Community Hall.

Berridale PS provides a wide range of opportunities in all key learning areas with an emphasis on developing strong literacy and numeracy skills. The school is supported by parents and community members, including an active P&C.

Our school conducted a rigorous situational analysis with staff, students and the wider community. Our Director of Educational Leadership and Principal School Leadership assisted in the construction of this document. Our P&C worked with school staff to refine and understand the purpose of our Situational Analysis and our strategic directions.

As a result our whole school focus for the 2021-24 School Plan will be on student academic growth and attainment, and student and community engagement to support learning. Reflecting upon the findings of our situational analysis it was evident that our focus needed to be on delivering collaborative teaching strategies, consistent school-wide assessment practices and an understanding and use of data that had a high impact on student growth. We found through the voice of our students and community that innovative teaching and learning practices would drive high engagement with students and parents to support academic aspiration.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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Berridale Public School students will develop foundational skills in Literacy and Numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers will demonstrate a personal and collective responsibility for improving their teaching practice in order to improve student learning. Learning opportunities are engaging and teaching strategies are evidenced-based. Teachers evaluate the effectiveness of their practices, as well as student performance measures, to plan for the ongoing learning for each student in their care.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative and Quality Teaching Practices
- Data Skills Inform Teaching and Learning

### Resources allocated to this strategic direction

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**Professional learning:** \$10,723.89

**Literacy and numeracy:** \$7,236.04

**Socio-economic background:** \$20,000.00

### Summary of progress

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#### Collaborative and Quality Teaching Practices

A whole school approach to collaborative planning ensured the most effective evidence-based quality teaching practices were employed to enhance student growth in learning. Teachers participated in regular review of teaching practice and contributed to moderation of literacy and numeracy work samples throughout the school year. Vocabulary learning sprints were a highly effective explicit teaching strategy that yielded significant gains in student understanding and application of tier 3 words. Early career mentoring and guided instructional support promoted a culture of collaboration, mentoring and meaningful feedback. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment, and continuous tracking of student growth and achievement. Staff have contributed to a strong, collegial professional learning community and engaged in a cycle of peer observations to obtain and provide meaningful feedback. Professional goals outlined in performance and development plans saw teaching and non-teaching staff enhance their classroom and behaviour management skillset through participation in the Berry St Education Model. School executive attended Primary Principal Association endorsed 'Art of Leadership' training as a tool for leading self, others and teams.

#### Where to next?

The school will contribute to network moderation of writing samples and participants will lead ongoing professional learning for all staff. Moderation of student work will be scheduled at the end of each assessment period, ensuring consistent teacher judgement when reporting to parents. Teaching staff will continue exploring Departmental universal resources as a means to utilising the most effective explicit and differentiated teaching strategies. Our Assistant Principal (Curriculum and Instruction) will provide in-class guided support in the domain of reading by modelling effective quality teaching practices.

#### Data Skills Inform Teaching and Learning

Teaching staff enhanced their capacity to use NAPLAN and Check-In assessment data to inform their teaching and make adjustments to programming. PLAN2 was explored under the guidance of an expert facilitator and this led to the implementation of data driven practices for equitable differentiation and personalised learning support in literacy. Vocabulary was identified as an area for improvement and the school sustained a professional learning calendar enabling teachers to access tools, skills and expertise to interpret and use data responsively and effectively. Teachers have adopted visible learning techniques where individual learning goals were differentiated and responsive to student need and informed through the multiple relevant assessment tools including peer assessment and self-assessment practices.

#### Where to next?

As a school we will continue to develop, implement and embed school structures that enhance teacher capacity to collaboratively analyse student data, identify student learning needs and identify priorities for strategic improvement at a

class, grade and school level. The school will explore Number Talks and other research-based numeracy programs as a strategy for improving fundamental number and place value concepts. Teachers will engage in professional learning to support effective use of literacy and numeracy subscriptions so that meaningful data can be obtained from these sources. Executive staff will collaborate on leading High Impact Professional Learning, using PLAN2 to identify trends and areas for improvement.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift in the percentage of students achieving in the top 2 bands in numeracy of 5.8% to align with the system-negotiated lower bound target.	<p>2022 NAPLAN data indicates a decrease of 20.73% in the proportion of students achieving in the top two skill bands for NAPLAN numeracy from baseline data demonstrating the school did not achieve the system-negotiated target.</p> <p>We maintained our performance in top 2 bands numeracy from 2021 to 2022.</p>
An uplift in the percentage of students achieving in the top 2 bands in reading of 6% to align with the system-negotiated lower bound target.	<p>2022 NAPLAN data indicates an increase of 2.15% in the proportion of students achieving in the top two skill bands for NAPLAN reading from baseline data. Demonstrating while the school has shown improvement it did not achieve the system-negotiated target.</p> <p>There was demonstrated improvement of 23.08% in top 2 bands reading from 2021 to 2022.</p>
Increase the proportion of Year 5 students achieving in the top two bands in NAPLAN reading from 2019 baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Increase the proportion of 5 students achieving in the top two bands in NAPLAN numeracy from 2019 baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.

## Strategic Direction 2: Student and Community engagement

### Purpose

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At Berridale PS every child is known, valued and cared for. There is a school wide responsibility for student learning and success. In education, this means teachers and schools have a commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world. As students progress, it means knowing that they are well supported as increasingly self-motivated learners - confident and creative individuals, with the personal resources for future success and well-being.

Berridale Public School will commit to a shared sense of responsibility for student engagement, learning, development and success. Students benefit from a planned and proactive engagement with parents. Berridale Public School acknowledges that effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Community Engagement

### Resources allocated to this strategic direction

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### Summary of progress

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#### Wellbeing

In 2022, the school successfully adopted a whole-school approach to student engagement where there is a collective responsibility for student learning and success. All staff were active participants in the first phase of Inclusive, Engaging and Respectful (IER) schools professional learning and increased their awareness of restrictive practices. School readiness for IER implementation included updating existing behaviour support plans and participation in network training with area specialists prior to drafting a School Behaviour Support and Management Plan. All staff completed Trauma Informed Practice for Improved Learning and Wellbeing and firm implementation of Positive Behaviour for Learning (PBL) provided a whole-school structure for wellbeing and engagement aligned to the principles of the Wellbeing Framework. Evidence-based processes and strategies were implemented and saw a measurable improvement in wellbeing and attendance as reported in Tell Them From Me surveys and SCOUT data.

#### Where to next?

In 2023, the school will continue to implement procedures and programs that support the effective tracking of student wellbeing and attendance and allow for adjustment of practice and targeted intervention to optimise student wellbeing and engagement. PBL teaching slides, developed with the student body, will act as a tool for explicit teaching of expectations for positive behaviour and consistency in management of behaviour schoolwide. Vertically streamed peer support groups will be explored, in consultation with Peer Support Australia and the Assistant Principal Learning and Support, to assist with achieving and maintaining a positive school culture, build resilience, develop relationships and build students' capacity to respond.

#### Community Engagement

In 2022, community engagement was successfully enhanced through multiple opportunities for parent/carer involvement onsite. Feedback from our immediate community was extremely positive and we saw increased attendance at school assemblies and with parent volunteers as the year progressed. Several meetings were held with the local Aboriginal community liaison officer and initial plans are in place to connect with our local Aboriginal community elders. Regular, consistent and timely communication with parents via online platforms has promoted a school-wide, collective responsibility for student success and learning and positive partnerships. Administration systems have been refined and will continue to streamline ways for parents to connect and engage with the school.

#### Where to next?

With the arrival of an Assistant Principal (Curriculum Instruction) in 2023, the school will make stronger ties with our network of schools and continue to engage with the wider community for shared cultural and educational events. A school improvement survey will seek input from parents regarding areas of school life they would like to learn more

about. We will invite specialist facilitators (school counsellor, Occupational Therapist, Speech Pathologist, Assistant Principal Learning Support, Learning and Wellbeing Officer) to host informal information sessions and continue to build wrap around supports with local family agencies and network facilitators. The school will liaise with Monaro Family Support Services to explore programs, such as Drumbeat, available to support the behavioural, social and emotional wellbeing of Berridale Public School students.

### **Progress towards achieving improvement measures**

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from 2019 baseline data towards the system-negotiated target.	Internal school data indicates an increase in the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from baseline data indicating achievement progress toward the system-negotiated target.
Increase the proportion of students attending school 90% of the time or more from 2019 baseline data towards the system-negotiated target.	Attendance data indicates a decrease in the proportion of students attending school 90% of the time or more from baseline data indicating progress yet to be seen toward the system-negotiated target.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$105,269.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Berridale Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Informal observations and formal assessment data indicate that the personalised support offered by an SLSO within the classroom has allowed students with identified disability/ies to successfully access the curriculum. There has been noticeable improvement in student wellbeing, engagement with learning and contribution to whole-class activities with the individual support provided by the SLSO. Classroom teachers have been active participants in developing personalised learning support plans, in consultation with parents and learning and wellbeing supports.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The learning support team will continue to build relationships with targeted students and collaborate with the classroom teacher to develop comprehensive personalised learning support programs. Where appropriate, SLSOs will communicate observations towards the preparation of applications for further support or assessment. Principal will review non-teaching staff PDPs, ensuring alignment with our school's strategic directions.</p>
<p>Socio-economic background</p> <p>\$21,691.16</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Berridale Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills Inform Teaching and Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff using SCOUT and PLAN2 to ensure consistent collection of data and appropriate adjustments to teaching and learning programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Teachers consistently collect data to inform practice and complete progress monitoring in PLAN2 both formatively and summatively. There has been noted student achievement improvement in targeted areas. Assessment data gathered from multiple sources is used to inform teaching and make adjustments to programming. Teachers are growing confidence in collecting reliable data and require ongoing guided support in using Department tools to track student progress.</p>

<p>Socio-economic background</p> <p>\$21,691.16</p>	<p><b>After evaluation, the next steps to support our students will be:</b>          Analysis of school assessment data will be scheduled at more regular intervals throughout the year to ensure data accuracy. An external software program will be used to supplement existing DoE standardised assessment tools and internal school data. School leaders will participate in a program of guided instructional support for extracting and interpreting school data.</p>
<p>Aboriginal background</p> <p>\$3,777.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Berridale Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          Improved understanding of the community, cultural, historical and learning support needs required to meet goals set in the personal learning pathways of Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          Commitment to a journey of continuous improvement where all Aboriginal learners are supported to grow and improve. This will entail close consultation with local community and improved partnership across our network of schools.</p>
<p>Low level adjustment for disability</p> <p>\$33,526.83</p>	<p>Low level adjustment for disability equity loading provides support for students at Berridale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          Teachers built their knowledge, skill and capacity to implement high quality literacy and numeracy programs in consultation with specialist learning support staff.          Students received individual support in the implementation of Personalised Learning Support Plans (PLSP). Each student made progress towards their PLSPs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          Ensuring school planning involves strategic placement of learning support staff to deliver personalised learning support programs in collaboration with</p>

<p>Low level adjustment for disability</p> <p>\$33,526.83</p>	<p>classroom teachers, families and external providers.</p>
<p>Location</p> <p>\$3,920.61</p>	<p>The location funding allocation is provided to Berridale Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Staff received professional learning in utilising Sentral modules for marking Attendance, Wellbeing, Activities and Academic Reports</li> <li>• 12 months Sentral license</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased teacher capacity to access and utilise Sentral for assessment and reporting purposes. Student academic reports were generated digitally and shared with parents, leading to a more efficient assessment and reporting period.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Flags will be attached to Sentral student profiles as a means to building a more comprehensive learning and wellbeing profile. Wellbeing incident data will be more closely interpreted to make adjustments to playground supervision and PBL expectations.</p>
<p>Professional learning</p> <p>\$11,223.89</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Berridale Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative and Quality Teaching Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to ensure consistent, embedded practice using collaborative planning days.</li> <li>• demonstration lessons, lesson observations and feedback cycles.</li> <li>• engaging with a specialist science teacher for collaboration and demonstration of research design and make.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teaching staff participated in collaborative planning of teaching learning programs, using the Universal Resources Hub to explore evidence-based resources and teaching strategies to support planning. Teacher knowledge, skills and confidence grew as a result of collaboration. Scope and sequences were developed according to scholastic year and consideration was given to what this might look like for multi-stage composite classes. All resources have been uploaded to MS Teams for ongoing sharing, collaboration and annotation. Data shows an increase in student engagement and ability to identify individual learning goals, provide feedback and reflect on their own learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued instructional support and collaborative planning to ensure the tools and resources are in place to support best practice and improved student learning outcomes.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Berridale Public School</p>

<p>\$7,236.04</p>	<p>from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative and Quality Teaching Practices</li> <li>• Data Skills Inform Teaching and Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in interpreting literacy and numeracy data obtained in SCOUT and PLAN2</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff were able to identify gaps in student knowledge and explored teaching strategies in the URH to support explicit teaching of specific content areas. The school engaged the expertise of a network Literacy specialist to analyse school data and vocabulary was highlighted as an area for strategic improvement. Similarly, Number Sense and Algebra was identified as a priority for future targeted intervention.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Engaging staff in research around the Science of Reading in order to plan for and implement effective guided reading groups. In Numeracy, staff will explore 'Number Talks' and evidenced-based strategies for building fundamental number concepts.</p>
<p>QTSS release</p> <p>\$9,768.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berridale Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teaching and non-teaching staff developed individual capacity to explore evidence-based teaching strategies along with instructional support for implementation of quality teaching programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff professional learning will prioritise using internal and external school data (PLAN2 and SCOUT) to identify gaps in student knowledge and understanding, inform teaching and and make appropriate adjustments to support the needs of all learners.</p>
<p>COVID ILSP</p> <p>\$30,650.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>COVID ILSP</p> <p>\$30,650.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All students participating in the CILSP achieved significant progress towards their personal learning goals. All students have made significant progress with their decoding, fluency, comprehension skills and spelling. Reading accuracy had significant improvement across all students. Students have a positive attitude, which has flowed through to their class work, general confidence and enjoyment of school.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The COVID ILSP will continue to operate in the same manner under the direction of the learning and support teacher.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	26	27	28	34
Girls	30	27	23	25

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.7	92.6	94.3	84.6
1	90.9	89.7	87.9	89.9
2	70.5	92.9	88.0	91.4
3	80.8	83.4	87.9	88.5
4	90.1	92.0	84.1	88.0
5	91.9	94.7	82.9	81.7
6	91.6	93.3	90.9	86.5
All Years	89.4	92.1	89.2	87.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.01
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.43

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	159,266
<b>Revenue</b>	1,106,083
Appropriation	1,058,068
Sale of Goods and Services	1,065
Grants and contributions	45,983
Investment income	968
<b>Expenses</b>	-1,048,530
Employee related	-926,773
Operating expenses	-121,757
<b>Surplus / deficit for the year</b>	57,554
<b>Closing Balance</b>	216,820

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	105,269
<b>Equity Total</b>	58,995
Equity - Aboriginal	3,778
Equity - Socio-economic	21,691
Equity - Language	0
Equity - Disability	33,527
<b>Base Total</b>	777,099
Base - Per Capita	12,887
Base - Location	3,921
Base - Other	760,292
<b>Other Total</b>	51,103
<b>Grand Total</b>	992,467

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and staff. Throughout the year, communication and consultation took place with community regarding the school's direction and achievements. This was completed through surveys, bi-termly Parents & Citizen Principal reports, term newsletter distribution and social media posts. This year our school sought the opinions of students, parents and staff using the 'Tell Them from Me' online survey and 'People Matter Employee Survey'.

**Parents and Carers:** From the findings it was noted that 100% of parents and carers participating in the survey agree that they feel welcome at the school. 86% of parents and carers indicated that they had talked with their child's teacher about learning or behaviour. Parents and carers believe that staff take an active role in making sure that all students are included in activities. 93% of parents and carers had attended at least one meeting at the school and 71% were involved in school committees. The school will continue to generate opportunities for parent and community engagement as activities within our 2023 - 2026 SIP. Parent and carer surveys will be conducted to identify which opportunities for engagement parents are motivated by. 86% of parents and carers surveyed acknowledged that the school is a culturally safe place for all students. The majority of parents and carers indicated that the school supports positive behaviour.

**Students:** A high percentage of students feel they have someone at school who consistently provides encouragement and can be turned to for advice. 78% of students believe they try hard to succeed in their learning and 75% of students indicated they have friends whom they can trust and encourage them to make positive choices. Future directions will surround increasing the percentage of students who feel accepted and valued by their peers and others at school. The school will analyse existing wellbeing interventions and continue to monitor wellbeing data through the 2023 - 2026 SIP. The school has made significant inroads towards reducing the number of students who feel they are subjected to bullying at school and this is positively reflected in our lower than state average data. Future interventions will involve building a growth mindset culture where students persevere with challenge.

**Staff:** 100% of staff who participated in the People Matters Employee Survey indicated a sense of accomplishment and belonging within the school and organisation. All staff viewed their job as providing opportunity to use a variety of skills and were proud to tell others where they worked. 90% of staff believe they get the support they need to do their job well, however, fewer than half of staff believe they have the time to do their job well. The school is working to support staff in keeping their stress to an acceptable level through wellbeing initiatives, direct conversation and collaboration. The allocation of an Assistant Principal Curriculum and Instruction has provided much needed guided support for classroom teachers. 90% of teachers indicated they have the tools to do their job well and most felt that they have a choice in deciding how they carry out day to day work tasks. 90% of staff reported to be part of a collaborative workplace. The allocation of the Digital Classroom Office as part of the Rural Access Gap Program for 2023 will facilitate staff learning around the use of digital tools to enhance learning and upskill students.

A comprehensive list of all findings can be accessed by contacting the school for all results of reviews.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.